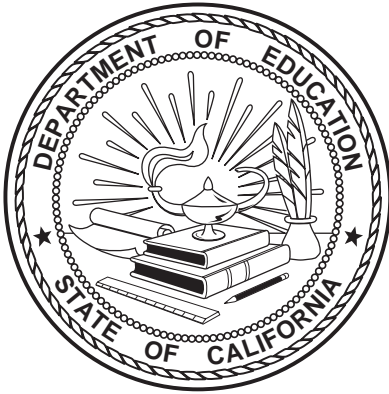

California English Language Development Test (CELDT)



Reporting and Using Individual 2008–09 Results

Assistance for School District and School Staff

- Questions and Answers
- Testing and Reporting Schedule
- Reclassification Guidelines
- Planning for Students with Disabilities

October 2008

Prepared by the
California Department of Education

This document is available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>

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Section I

Introduction

Purpose of the Packet

**Suggested Uses of
Information and
Materials Chart**

October 2008

**Prepared by the
California Department of Education**

Purpose of the Packet

The primary purpose of *Reporting and Using Individual 2008–09 Results: Assistance for School District and School Staff* is to provide school districts and schools with the information they need to: (1) prepare teachers for reporting and using their students' California English Language Development Test (CELDT) results; (2) understand and work through the local reclassification process; and (3) ensure that English learners with disabilities have appropriate test variations, accommodations, modifications, and/or alternate assessments to demonstrate their progress toward English language proficiency.

In addition to the Introduction, this packet is divided into four sections:

- Program Overview
- Reclassification of English Learners as Fluent English Proficient
- Planning for Students with Disabilities
- Appendix

Each section is designed to provide several types of information materials in suggested formats to assist school district and school leaders responsible for communicating and working with staff. These assistance materials include a brief fact sheet about the CELDT; testing and reporting dates; reclassification guidelines approved by the State Board of Education (SBE); and assistance for planning test variations, accommodations, modifications, and/or alternate assessment(s) for students with disabilities. A description of all the documents in each section of this packet and suggested uses are provided on pages I-2 through I-4.

A companion document, *Communicating Individual Results with Parents and Guardians: Resources for Use by School Districts and Schools*, is designed to provide camera-ready material for use by school district and school administrators and/or staff as they prepare special mailings and other communications about CELDT results for parents and guardians. This packet provides a parent/guardian guide to the CELDT, sample notification letters, sample student performance reports, and resources on the Internet. The guide and sample letters are provided in English and Spanish.

Both packets are available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Suggested Uses of Information and Materials Chart

Section	Document	Description	Suggested Uses
II	What's New for 2008–09	Provides update on the latest CELDT activities for 2008–09.	<ul style="list-style-type: none"> Use as a companion piece with Questions and Answers about the CELDT for 2008–09.
	Testing and Reporting Schedule for 2008–09	Outlines testing and reporting schedule for initial and annual administrations.	<ul style="list-style-type: none"> Review with employees annually to prepare them for questions they may receive from parents, guardians, and community members.
	Questions and Answers About the California English Language Development Test	Provides answers to key questions about the 2007–08 CELDT with legal citations.	<ul style="list-style-type: none"> Share information with staff and distribute copies at staff meetings, in staff mailboxes, and at grade-level and/or department meetings. Provide copies for administrators, teachers, and parent leaders in preparing for conferences and other meetings with parents and guardians of English learners.
	Using Individual Results	Describes the results reported for students taking the CELDT and the process for determining the performance level for each domain tested and for the overall English proficiency level.	<ul style="list-style-type: none"> Review with teachers and support staff to prepare them for reporting and using 2008–09 results.
	Decision Guide for Assessment and Reclassification as English Learners	Provides key components and outcomes of initial and annual assessments.	<ul style="list-style-type: none"> Share information with staff and distribute copies at a staff meeting, in staff mailboxes, and at grade-level and/or department meetings. Provide copies for administrators, teachers, and parent leaders in preparing for conferences and other meetings with parents and guardians of English learners.

Section	Document	Description	Suggested Uses
III	Guidelines for Reclassification of English Learners	Provides a copy of reclassification guidelines as approved by the SBE.	<ul style="list-style-type: none"> • Provide copies for review at planning meetings of management team and/or local board of trustees. • Share information at staff meetings and at special meetings for parents and guardians of English learners.
	Reclassifying a Student from English Learner as Fluent English Proficient	Provides graphic example of the use of SBE-approved reclassification guidelines for school districts preparing local reclassification policies and procedures.	<ul style="list-style-type: none"> • Use with copies of Guidelines for Reclassification of English Learners at management team and/or local board of trustees planning meetings and at special meetings for parents and guardians of English learners.
	Suggested Considerations for Review of Individualized Education Programs (IEPs)/Section 504 Plans	Outlines the process and considerations for reviewing IEPs or Section 504 Plans of students taking the CELDT.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or Section 504 Plans of students taking the CELDT. • Have staff use as a reference when reviewing IEPs and Section 504 Plans.
IV	Understanding Test Administration with Accommodations, Modifications, and/or Alternate Assessments	Briefly describes test variations, accommodations, modifications, and/or alternate assessments allowed for students required to take the CELDT as specified in their IEPs or Section 504 Plans.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or Section 504 Plans of students taking the CELDT. • Share copies with staff at faculty meetings. • Share copies at special parent/guardian meetings.
	Participation Criteria for Alternate Assessments	Provides criteria for determining whether a student should take alternate assessments.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or Section 504 Plans of students taking the CELDT. • Have staff use as a reference when reviewing IEPs and Section 504 Plans.

Section	Document	Description	Suggested Uses
IV	Sample School Summary Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments	Provides a site planning chart for documenting students who need test variations, accommodations, modifications, and/or alternate assessments.	<ul style="list-style-type: none"> • Use in training sessions with designated staff prior to the annual review of IEPs or Section 504 Plans of students taking the CELDT. • Have site CELDT coordinator use chart for planning and communications with district CELDT Coordinators and special education/Section 504 leads.
	Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments	Describes step-by-step process and provides sample worksheet for school district planning, training, and CELDT administration for students with IEPs or Section 504 Plans.	<ul style="list-style-type: none"> • Use in training sessions with designated school district staff prior to the annual review of IEPs or Section 504 Plans of students taking the CELDT. • Use for planning with school district personnel responsible for CELDT testing, special education, and/or Section 504 Plans.
	Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments	Describes step-by-step process and provides sample worksheet for site planning, training, and CELDT administration for students with IEPs or Section 504 Plans.	<ul style="list-style-type: none"> • Use in training sessions with designated site staff prior to the annual review of IEPs or Section 504 Plans of students taking the CELDT. • Use for planning with site personnel responsible for CELDT testing, special education, and/or Section 504 Plans.

Section II

Program Overview

What's New for 2008–09

**Testing and Reporting
Schedule for 2008–09**

**Questions and Answers
About the California
English Language
Development Test**

Using Individual Results

**Decision Guide for
Assessment and
Reclassification of
English Learners**

October 2008

**Prepared by the
California Department of Education**

What's New for 2008–09

Early Literacy Test

Senate Bill 80 (2007) authorized the California Department of Education to develop an early literacy assessment that tests students in kindergarten through grade one in the domains of reading and writing. The testing contractor WestEd has been charged with developing field-test ready items for the early literacy assessment by October 2008. A field test will be conducted in spring 2009, and the new test will become part of the 2009–10 administration of the California English Language Development Test (CELDT). California currently tests English learners in kindergarten and grade one in the domains of listening and speaking only and students in grades two through twelve in the domains of listening, speaking, reading, and writing.

Reporting Student Progress

Beginning in 2008–09, the report for providing individual CELDT results for teachers, parents, and guardians will be called, “The Student Performance Level Report.” This report in previous years had been called, “The Student Proficiency Level Report.”

The State Board of Education in 2006 established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are reported according to one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Overall performance level descriptors (shown on pages II-14 and II-15) are provided on individual score reports to assist teachers and parents interpreting each student's CELDT results.

Testing and Reporting Schedule for 2008–09

July 1, 2008

The 2008–09 California English Language Development Test (CELDT) testing window began for initial identification and for the testing window for the seventh annual assessment of the CELDT administration.

October 31, 2008

The testing window for the seventh annual assessment of the CELDT administration ends.

Six to eight weeks after receipt of completed answer documents by testing contractor

Individual score reports and labels are received by school districts.

Within 30 calendar days after receipt by school districts

Individual CELDT test results (initial and annual) are reported to parents and guardians.

Fall 2008

Initial identification assessment results and combined assessment results for 2007–08 are posted.*

April 2009

Annual assessment results for 2008–09 are posted.*

June 30, 2009

The 2008–09 CELDT testing window for initial identification closes.

Fall 2009

Initial identification assessment results and combined assessment results for 2008–09 are posted.*

* Each posting includes results at four levels (state, county, school district, and school). The data include student counts by overall performance level by grade as well as the mean scale score for each of the skill areas by grade. Summary data are not provided for groups of three or less.

Questions and Answers About the California English Language Development Test

State law (*Education Code* sections 313 and 60810) and federal law (Title III of the No Child Left Behind Act of 2001) require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT).

The CELDT (instituted by *Education Code* sections 313 and 60810[d]) has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English. Questions and answers about this important test follow.

Who must take the CELDT?

Education Code Section 52164.1[a] requires all students (in kindergarten through grade twelve) whose primary language is not English, based on the Home Language Survey (HLS), must take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. When parents or guardians first register their children for school, they complete a HLS that indicates what language is spoken in the home. The CELDT also must be administered once each year to identified English learners until they are reclassified as fluent English proficient (RFEP) based on the criteria for reclassification established by the local school district in accordance with state law. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided on pages III-3 through III-5.

In addition, Section 3302 of Title III of NCLB requires school districts receiving Title III funds, not later than 30 days after the beginning of the school year or within two weeks of a student's placement in a language instruction program after the beginning of the school year, to inform parents or guardians of (1) the reasons for their student's identification as an

	English learner and (2) the need for placement in the specified program. Parents or guardians of English learners with an individualized education program (IEP) must be notified how the recommended placement will help their children meet the objectives of the IEP.
Can parents or guardians have their students exempted from taking the CELDT?	No. Federal and state laws require that all students who meet the criteria are to be assessed for English language proficiency, and parents or guardians cannot remove (exempt or opt out) their students from this requirement.
Who is an English learner?	An English learner (also known as a limited English Proficient or LEP student) is a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English (as per <i>Education Code</i> Section 306[a]).
What does the CELDT assess?	<p>Currently, the CELDT assesses listening and speaking for students in kindergarten and grade one. The tests for students in grades two through twelve assess listening, speaking, reading, and writing. The CELDT is aligned to the English Language Development (ELD) standards adopted by the SBE, which are available on the Content Standards Web page at http://www.cde.ca.gov/be/st/ss/. The CELDT domains and test components are as follows:</p> <p>Listening</p> <ul style="list-style-type: none"> ■ Strategies and applications <p>Speaking</p> <ul style="list-style-type: none"> ■ Strategies and applications <p>Reading</p> <ul style="list-style-type: none"> ■ Word analysis ■ Fluency and systematic vocabulary development ■ Reading comprehension ■ Literary response and analysis <p>Writing</p> <ul style="list-style-type: none"> ■ Strategies and applications ■ English–language conventions

What types of questions are used on the CELDT?

The following types of questions are used:

Listening

- Following oral directions
- Extended listening comprehension (passage)
- Rhyming
- Listening comprehension (short, school situation)

Speaking

- Oral vocabulary
- Speech functions
- Choosing and giving reasons
- Four-picture narrative

Reading

- Word analysis
- Fluency and systematic vocabulary development
- Reading comprehension
- Literary analysis

Writing

- Grammar and structure
- Writing sentences
- Writing a short composition

Released test questions from past CELDT administrations are available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/resources.asp>.

Which CELDT tests are the students in kindergarten and grade one required to take?

In 2008–09, kindergarten and grade one students are being tested on listening and speaking. Title III of the No Child Left Behind Act of 2001, which came after the CELDT was instituted in 1999, requires that English learners in kindergarten through grade twelve throughout the nation be assessed in listening, speaking, reading, and writing.

In 2007, California's *Education Code* Section 60810 was amended in order to assess students in kindergarten and grade one in early literacy. The new literacy test will assess reading and writing. Field testing for this test will be conducted in spring 2009 and will become part of the CELDT administration in the 2009–10 school year. Students in kindergarten and grade one then will be tested in listening, speaking, reading and writing.

<i>Do English learners with disabilities take the CELDT?</i>	<p>Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who participate in the CELDT may use accommodations, modifications, and/or take alternate assessments as specified in their IEPs or Section 504 Plans. A list of allowable variations, accommodations, and modifications is outlined in <i>Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments</i> (October 2007), which is available on the CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp.</p>
<i>Must students keep taking the CELDT annually until they are reclassified as fluent English proficient?</i>	<p>Yes. State law requires all English learners to take the CELDT annually until they are reclassified as RFEP based on criteria established by the local school board in accordance with state law.</p>
<i>Who decides which test questions will be on the CELDT?</i>	<p>All test questions must be aligned to the ELD Standards. A content review committee is convened to review proposed test questions each year. The committee is comprised of educators from a variety of California school districts (including teachers from every grade span), resource teachers, and site and central office administrators. A bias and sensitivity review committee also examines the test questions. This committee is comprised of parents and guardians, community members, and educators representing a variety of languages and cultural backgrounds. Following these reviews, the test questions are presented to the CDE for technical review and approval.</p>
<i>Who gives the CELDT?</i>	<p>Only test examiners who are employees of the school district, are proficient in English (e.g., have complete command of pronunciation, intonation, and fluency and can correctly pronounce a full range of American English phonemes), and have received training specifically designed to prepare them may administer the CELDT.</p>
<i>How long does it take for students to complete the CELDT?</i>	<p>The CELDT is an untimed test. The speaking part of the test is administered individually and takes about ten minutes for each student to complete. The listening, reading, and writing parts are administered as a group and take about two hours to complete.</p>
<i>When and how do parents or guardians receive their students' CELDT results?</i>	<p>School districts must send individual CELDT results to parents or guardians within 30 calendar days after they are received by the school district. It takes an average of eight weeks to score the tests and return results to school districts after they are received by the test contractor.</p>

How are the CELDT results reported for individual students?

The 2008–09 CELDT report for each student provides the following:

- An overall English performance level and scale score for all domains of the test combined
- A scale score and a performance level for each domain tested (listening, speaking, reading, and writing)
- A comprehension score that is an average of the scale scores for listening and reading (No performance levels are available for combined scale scores because combined scores are derived from scale scores for which performance levels are provided.)

Note: Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another. The relationship between the raw score and scale score reflects the difficulty of individual test questions in each test form and the constant measure of performance indicated by the reported scale scores. The procedure of converting the raw scores to scale scores involves scaling and equating.

What do the terms “raw score,” “scale score,” “cut point,” and “common scale” mean within the context of reporting the CELDT results?

For CELDT, a raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.

Scale scores are derived from raw scores and reported in a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of a test to another unless there have been changes in the scoring ranges.

A cut point is the scale score needed to reach a specified performance level.

A common scale makes it possible to compare results from grade to grade. In the case of the CELDT, the common scale, established in 2006–07, allows comparison of results for consecutive grades.

What is the common scale for the CELDT?

Beginning with the 2006–07 results, the new common scale with updated scale score cut points have been used to determine a student’s performance level. This common scale was designed as part of the CDE’s ongoing effort to improve the reporting of results and increase the

	<p>precision in accountability reporting across grade levels. This allowed for comparisons between the 2006–07 and the 2007–08 CELDT results as well as comparisons to results of the 2008–09 administration and future CELDT editions.</p>
<i>How are the performance levels for each domain determined?</i>	<p>The CELDT results for individuals or groups of students show the level of performance students have attained as they progress toward English language proficiency. Each domain tested is assigned a performance level based on the scale score achieved. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The CELDT results are not used to measure academic achievement.</p>
<i>How is the overall performance level determined?</i>	<p>Students in grades two through twelve are assigned a performance level for each domain tested (including comprehension), which is the average of the listening and reading scale scores. The overall scale score is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing. In 2008–09, students in kindergarten and grade one only are assigned a performance level for listening and speaking as follows: 50 percent for listening and 50 percent for speaking. The charts on pages II-11 through II-13 show the scale score range for identifying a student's performance level for the domain tested and overall performance level.</p>
<i>Can CELDT results for 2008–09 be compared with CELDT results of previous years?</i>	<p>The 2008–09 results may be compared to the 2006–07 and 2007–08 results using the new common scale but should not be compared with earlier CELDT results. However, CELDT results from past years are available on the CELDT Reporting Web page at http://celdt.cde.ca.gov/.</p>
<i>Who sees the CELDT results for individual students?</i>	<p>Only authorized school district personnel, the student, and parents or guardians see individual students' CELDT results.</p>
<i>How are results of the CELDT used?</i>	<p>CELDT results for newly enrolled students are used to initially identify students as English learners who need to develop their skills in listening, speaking, reading, and writing in English. Results also are used to identify students who are Initial Fluent English Proficient (IFEP). Annual CELDT results are used to see how well English learners are acquiring English and as one of four criteria to determine if they are ready to be reclassified as RFEP as determined by the local school board in accordance with state law.</p>

<i>How do school districts use results of the initial CELDT assessment to identify students as English learners or as Initially Fluent English Proficient?</i>	The SBE established guidelines, based on CELDT results, to determine English language proficiency. For initial identification, students who score at least at the early advanced performance level overall without any domain below the intermediate performance level on the CELDT may be identified as IFEP. Students who do not meet this criterion should be identified as English learners and take the annual CELDT assessment until they are reclassified as RFEP.
<i>How do school districts use CELDT results for reclassifying English learners as fluent English proficient?</i>	School districts use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, teacher evaluation, and parent or guardian opinion and consultation. The <i>Guidelines for Reclassification of English Learners</i> document, approved by the SBE, is on pages III-3 through III-5. Reclassification is a local decision to be established by the local school board in accordance with state law (<i>Education Code</i> Section 313).
<i>How do parents or guardians find out more about the CELDT or their student's results?</i>	Parents or guardians should be encouraged to contact their student's teacher and/or the school office. They also may request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school or school district.
<i>When and how will summary results be released for the 2008–09 annual CELDT administration?</i>	The 2008–09 annual CELDT results for schools, school districts, counties, and the state will be posted on the CELDT Reporting Web page at http://celdt.cde.ca.gov/ in spring 2009. Results of the initial assessment (administered from July 1, 2008, through June 30, 2009) and the combined initial and annual assessments summary results will be posted in fall 2009.
<i>What do the CELDT Internet reports include?</i>	The annual 2008–09 summary reports posted on the Internet will show the number of and percentage of students at each grade achieving each of the five performance levels for overall English language performance and for each domain tested. The 2008–09 summary reports also will show the number and percentage of students meeting the CELDT criterion for English language proficiency.

More Information about the CELDT

Additional information about the CELDT can be found on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> or contact the CELDT Office in the Standards and Assessment Division of the CDE by phone at 916-319-0784, by fax at 916-319-0967, or by e-mail at CELDT@cde.ca.gov.

Performance Level Scale Score Ranges*

Grade K

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 361	140 – 352				180 – 356
362 – 408	353 – 404				357 – 406
409 – 454	405 – 456				407 – 455
455 – 501	457 – 508				456 – 504
502 – 570	509 – 630				505 – 600

Grade 1

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 361	140 – 352				180 – 356
362 – 408	353 – 404				357 – 406
409 – 454	405 – 456				407 – 455
455 – 501	457 – 508				456 – 504
502 – 570	509 – 630				505 – 600

Grade 2

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

Grade 3

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

Grade 4

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

* The State Board of Education approved performance level cut scores at every grade. These cut scores apply to CELDT results for initial and annual administrations, beginning with July 1, 2006. Cut scores fall between each range of performance for every level.

Grade 5

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

Grade 6

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

Grade 7

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

Grade 8

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

Grade 9

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Overall Performance Level Descriptors*

Beginning — Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate — Students performing at this level of English language proficiency begin to tailor their English–language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

* The overall performance level descriptors for the CELDT were approved by the State Board of Education in March 2006.

Advanced — Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

Using Individual Results

California English Language Development Test (CELDT) results for individual students are provided in the CELDT Student Performance Level Report. This report shows the level of performance students have attained as they progress toward English language proficiency. The CELDT results are not used to measure academic achievement. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Determining Performance Levels for Domains

The 2008–09 CELDT Student Performance Level Report for each student provides the following:

- An overall English performance level and scale score for all domains of the test combined
- A scale score and a performance level for each domain tested (listening, speaking, reading, and writing)
- A comprehension score that is an average of the scale scores for listening and reading

No performance levels are available for combined scale scores because combined scores are derived from scale scores for which performance levels are provided.

Note: Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another. The relationship between the raw score and scale score reflects the difficulty of individual test questions in each test form and the constant measure of performance indicated by the reported scale scores. The procedure of converting the raw scores to scale scores involves scaling and equating.

Determining Overall Performance

Students are assigned a performance level for each domain tested, including comprehension (which is the average of the listening and reading scale scores). The overall scale score is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25

percent for writing. The charts on pages II-11 through II-13 show the scale score ranges for identifying a student's performance level for the domains tested and overall performance level.

Note: Scale scores used to report 2008–09 CELDT results only may be compared with CELDT results from 2007–08 or 2006–07. Because of the development of a common scale, year-by-year comparisons with adjacent grades now are allowed.

Using Initial CELDT Results

State law (*Education Code* sections 60810 and 52164.1) requires school districts to use individual CELDT results as a primary indicator for the initial identification of English learners. The chart below provides guidance for determining initial English proficiency.

Guidelines for Determining Initial English Proficiency*

Fluent English Proficient (FEP)	<p>Student's overall score on the CELDT is at the early advanced performance level or higher,</p> <p style="text-align: center;">and</p> <p>Each domain score</p> <ul style="list-style-type: none"> • Listening (kindergarten through grade twelve) • Speaking (kindergarten through grade twelve) • Reading (grades two through twelve only) • Writing (grades two through twelve only) <p>Is at the intermediate performance level or higher.</p>
English Learner (EL)	<p>Student's overall score is below the early advanced performance level,</p> <p style="text-align: center;">or</p> <p>Student's overall score is at the early advanced performance level or higher, but one or more of the domain scores is below the intermediate performance level.</p>

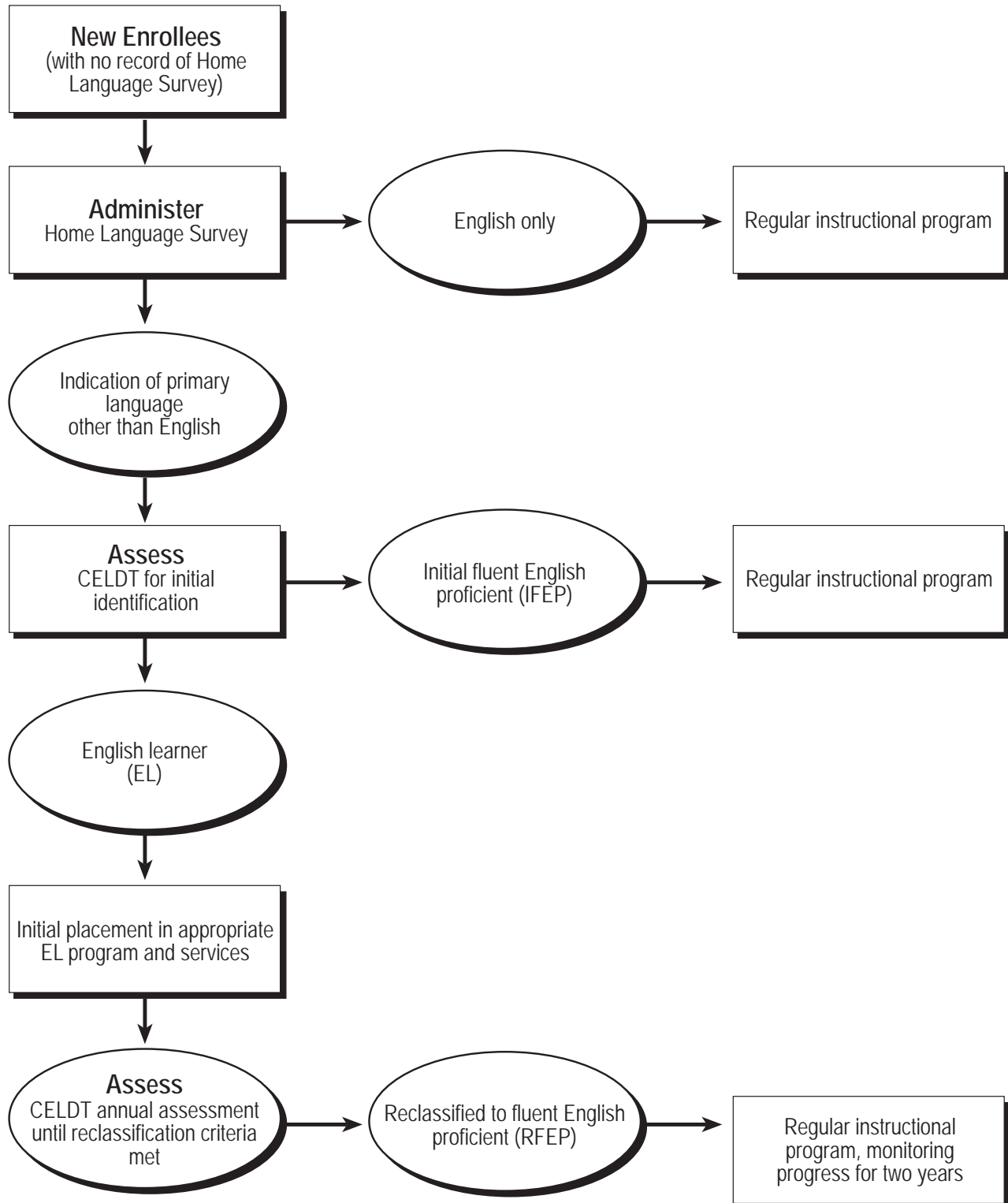
Using Annual Results

In addition to the initial identification process, school districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. If students meet the CELDT criterion of English language proficiency, then they may be eligible for reclassification. Additional criteria to be considered include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided on pages III-3 through III-5. A "Decision Guide for Assessment and Reclassification of English Learners" is provided on page II-19.

* The criteria for determining English proficiency were approved by the SBE in May 2001 and updated in September 2006.

Decision Guide for Assessment and Reclassification of English Learners

(Education Code sections 313 and 60810[d])



Section III

Reclassification of English Learners as Fluent English Proficient

Understanding
Reclassification of
English Learners as
Fluent English Proficient

Guidelines for
Reclassification of
English Learners

Reclassifying a Student
from English Learner to
Fluent English Proficient

October 2008

Prepared by the
California Department of Education

Understanding Reclassification of English Learners as Fluent English Proficient

State law (*Education Code* Section 306) defines “English learner” as “a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.” Reclassification is the process by which students who have been identified as English learners are reclassified as fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes. Under current state law (*Education Code* Section 313[d]), identified English learners must participate in the annual administration of the California English Language Development Test (CELDT) until they are reclassified.

This section includes the *Guidelines for Reclassification of English Learners* to provide detailed information about each of the reclassification criteria. The chart on page III-6 provides further clarification on how the reclassification process might be implemented locally.

Reclassification of English Learners: A Special Note

The *Guidelines for Reclassification of English Learners*, approved by the State Board of Education (September 2002 and updated September 2006), is based on *Education Code* Section 313(d):

- The reclassification procedures developed by the California Department of Education (CDE) shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:
 - Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810
 - Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery
 - Parental opinion and consultation
 - Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

Section 11510, Title 5 of the *California Code of Regulations*, defines the CELDT as the test to be used for assessing English language proficiency.

The *Guidelines for Reclassification of English Learners* provides clarification for the four criteria identified in the state-approved reclassification process. These guidelines follow in their entirety, beginning on page III-3.

Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening is intermediate or higher,
- Speaking is intermediate or higher,
- Reading is intermediate or higher, and
- Writing is intermediate or higher.

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Comparison of Performance in Basic Skills

- Definitions:
 1. “Performance in basic skills” means the score and/or performance level resulting from a recent administration of the California English–Language Arts Standards Test (CST in English–language arts).
 2. “Range of performance in basic skills” means a range of scores on the CST in English–language arts corresponding to a performance level or a range within a performance level.
 3. “Pupils of the same age” refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

■ Basic skills criteria:

1. A pupil's score on the CST in English–language arts in the range from the beginning of basic level up to the midpoint of the basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.
2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST in English–language arts and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade CST in English–language arts results should be used, if available.
5. For pupils in grades one and two, school districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

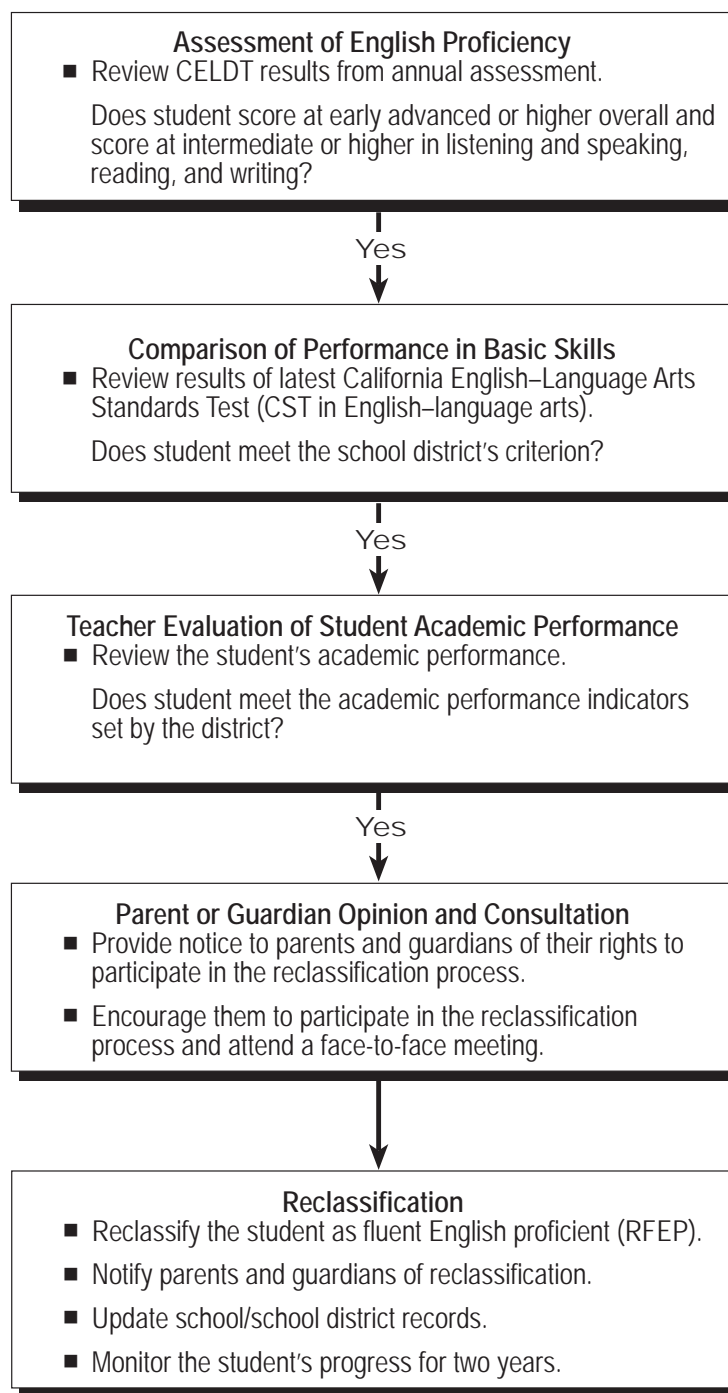
Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

- Provide an opportunity for a face-to-face meeting with parents or guardians.

Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in Education Code Section 313(d). The reclassification guidelines, approved by the State Board of Education, may be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



Section IV

Planning for Students with Disabilities

**Suggested Considerations
for Review of Individualized
Education Programs or
Section 504 Plans**

**Understanding CELDT
Administration with
Accommodations,
Modifications, and/or
Alternate Assessments**

**Participation Criteria for
Alternate Assessments**

**Sample School
Summary Worksheet
for Test Variations,
Accommodations,
Modifications, and/or
Alternate Assessments**

**Sample School District
Action Plan Worksheet
for Test Variations,
Accommodations,
Modifications, and/or
Alternate Assessments**

**Sample Site Action
Plan Worksheet
for Test Variations,
Accommodations,
Modifications, and/or
Alternate Assessments**

October 2008

**Prepared by the
California Department of Education**

Suggested Considerations for Review of Individualized Education Programs or Section 504 Plans

Most students with disabilities take the California English Language Development Test (CELDT) along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's individualized education program (IEP) or Section 504 Plan.*

Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan.

1. **Review state and federal regulations.** (Title 5 *California Code of Regulations*, CELDT; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; and the No Child Left Behind [NCLB] Act of 2001)
2. **Review “*Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*.”** This matrix is available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.
 - Note that (1) using variations and accommodations produces valid results because they do not alter what the test measures and (2) using modifications or taking an alternate assessment produces invalid results because they alter what the test measures.
 - Discuss the impact of modifications or alternate assessments on the CELDT, resulting in scores that are not valid.
3. **Review IEPs and Section 504 Plans.**
 - Note if the CELDT is specifically addressed.
 - Determine if the student information is current.

* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

4. Determine how the student will participate in the CELDT.

- Determine which test variations, accommodations, and/or modifications the student will use to participate in the CELDT.
- If the student has an IEP, determine if a student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications). Also determine which alternate assessment(s) is needed for the domain(s) of the CELDT that a student is unable to take.
- Specify in the IEP or Section 504 Plan exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student will use and identify which domain(s) of the CELDT the alternative assessment(s) are replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
- Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if alternate assessment(s) have been administered, the overall score will not reflect the student's actual performance level in English.

Understanding CELDT Administration with Variations, Accommodations, Modifications, and/or Alternate Assessments

In California, students with disabilities who participate in state assessments are permitted to use variations, accommodations, modifications, and/or alternate assessments during testing as determined by their individualized education programs (IEPs) or Section 504 Plans. The impact on a student's California English Language Development Test (CELDT) results when variations, accommodations, modifications, and/or alternate assessments are used is described below. *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)* is available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>. A second document, *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)* found at <http://www.cde.ca.gov/ta/tg/el/resources.asp> does not apply to the CELDT.

Variations

A test variation is the first level of any change in the assessment environment or process as shown in the *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*. Some variations may be used by all students, and other variations may be used to take the CELDT if they are regularly used in the classroom. The student's teacher and/or IEP or Section 504 Plan team determine whether variations are appropriate for an individual student. Test variations do not alter the test construct. Use of test variations, therefore, does not affect the calculation or interpretation of the CELDT scale scores.

Accommodations

An accommodation is the second level of change in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. The IEP or Section 504 Plan team determines whether accommodations are appropriate for an individual student. Accommodations do not alter the test construct. Use of accommodations, therefore, does not affect the calculation or interpretation of the CELDT scale scores.

Modifications

A modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Performance Level Report will indicate that the student received the Beginning score in each domain for which modifications were used. The Student Performance Level Report also will have a note indicating that the results should be interpreted with caution. When students take one or more domains of the test with modifications, the scale score for the domain(s) and the overall scale score are considered not valid. The student's individual item responses along with his or her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

Alternate Assessments

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the CELDT even with variations, accommodations, and/or modifications. The CELDT results on the Student Performance Level Report will indicate that the student received the Beginning score in each domain for which alternate assessments were used. The Student Performance Level Report also will have a note indicating that the results should be interpreted with caution. When students take an alternate assessment for one or more domains of the CELDT, the scale score for the domain(s) and the overall scale score are considered not valid. The student's individual item responses along with his or her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

More Information

For further information on interpreting tests administered with test variations, accommodations, modifications, and/or alternate assessments, refer to the National Center on Educational Outcomes policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm> (Outside Source). Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available on the No Child Left Behind Web page at <http://www.cde.ca.gov/nclb/>.

Participation Criteria for Alternate Assessments

Alternate assessments provide another means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the California English Language Development Test (CELDT) even with test variations, accommodations, and/or modifications. In order to assist an IEP or Section 504 team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary test variations, accommodations, and/or modifications.

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot take the CELDT even with test variations, accommodations, and/or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.

Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Note: Revised in January 2004 by the California Department of Education

Site CELDT Coordinator

Testing Date

[illegible]

* See *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)* located on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

School
District

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
<p>School District CELDT Coordinator</p> <ul style="list-style-type: none"> Review ordering specifications/timeline/process from test contractor. Identify process for contacting test contractor to respond to site questions/problems as they occur. Schedule initial planning meeting with district special education/Section 504 lead(s): <ul style="list-style-type: none"> Review CELDT requirements (who is to be tested, what can be used for test variations, accommodations, modifications, and/or alternate assessments, etc.). Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff. Develop meeting schedule to maintain ongoing communication. Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses. Stakeholders include: <ul style="list-style-type: none"> Site employees (certificated and non-certificated) School district management team (principals, directors, assistant superintendents, public information officer, superintendent) School board members Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, or alternate assessments 				

School District

Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
<p>School District CELDT Coordinator</p> <ul style="list-style-type: none"> Work with special education/Section 504 lead(s) to prepare school and school district information/training packet(s) for: <ul style="list-style-type: none"> IEP/Section 504 Plan reviews Ordering process Preparing and providing for test variations, accommodations, modifications, and/or alternate assessments during testing Include procedures and materials for assisting students with test variations, accommodations, modifications, and/or alternate assessments in training sessions for CELDT test examiners and proctors. Develop school district process to receive and respond to site requests for test variations, accommodations, modifications, and/or alternate assessments. Provide training for site personnel to include: <ul style="list-style-type: none"> Procedures for administering the CELDT Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments 				

School District

Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator <ul style="list-style-type: none"> Identify specific needs for providing requested test variations, accommodations, modifications, and/or alternate assessments with: <ul style="list-style-type: none"> Facilities manager(s) Site CELDT coordinator(s) Other school district leadership Work with school district special education/Section 504 lead(s) to ensure all test materials remain secure. Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings. Schedule a debriefing with district and site special education/Section 504 lead(s) and site CELDT coordinators. 				

Sample School District Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

School
District

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/Section 504 Leads				
<ul style="list-style-type: none"> Develop process and timeline for reviewing current IEPs and Section 504 Plans for test variations, accommodations, modifications, and/or alternate assessments and send them to sites for updating (see CELDT regulations on test variations, accommodations, modifications, and/or alternate assessments). 				
<ul style="list-style-type: none"> Provide information/training session with site CELDT coordinator(s). 				
<ul style="list-style-type: none"> Receive from site special education leads complete list of students receiving services specified in current IEP or Section 504 Plans. 				
<ul style="list-style-type: none"> Meet with school district CELDT coordinator to outline plan for ensuring all students with test variations, accommodations, modifications, and/or alternate assessments specified in their IEPs or Section 504 Plans have them for the CELDT. Identify facilities, equipment, and/or materials needed.* 				
<ul style="list-style-type: none"> Prepare and schedule training for site CELDT and special education coordinators to include: <ul style="list-style-type: none"> IEP/Section 504 Plan process Test variations, accommodations, modifications, and/or alternate assessments identification Test administration Procedure for monitoring test administration Test security maintenance 				
<ul style="list-style-type: none"> Meet as scheduled with district CELDT coordinator to maintain communications and meet key deadlines. 				

* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

Site

Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Site CELDT Coordinator <ul style="list-style-type: none"> Participate in training session, provided by school district CELDT coordinator: <ul style="list-style-type: none"> Review CELDT specifications, ordering process, timeline, and forms. Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> Prepare school summary of IEP and Section 504 test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans. Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments. Return completed school summary planning chart to school district CELDT coordinator. 				

Site

Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/Timeline	Needed Materials	Date Accomplished
<p>Site CELDT Coordinator</p> <ul style="list-style-type: none"> Complete test variation, accommodation, and modification arrangements for CELDT testing: <ul style="list-style-type: none"> Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed. Provide training for CELDT examiners and proctors. Coordinate site setup activities for test variations, accommodations, modifications, and/or alternate assessments. Coordinate test administration activities before, during, and after the site test dates: <ul style="list-style-type: none"> Provide direction/assistance to test examiners and proctors. Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to school district CELDT coordinators. Follow identified process for administering and scoring alternate assessments. Participate in test administration debriefing with school district CELDT coordinator: <ul style="list-style-type: none"> Summarize strengths in the planning and implementation process and areas that need improvement. Attend debriefing sessions with school district CELDT coordinator. 				

Site Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/Section 504 Leads <ul style="list-style-type: none"> Participate in training session provided by school district CELDT coordinator: <ul style="list-style-type: none"> Discuss site process for reviewing and updating IEPs and Section 504 Plans. Outline plan for identifying test variation, accommodation, modification, and/or alternate assessment needs and working with site CELDT coordinator to complete school summary planning chart. 				
<ul style="list-style-type: none"> Schedule and complete IEP/Section 504 team meetings: <ul style="list-style-type: none"> Identify and invite IEP/Section 504 team participants. Conduct IEP/Section 504 team meetings as scheduled. 				
<ul style="list-style-type: none"> Work with CELDT coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs and Section 504 Plans.* <ul style="list-style-type: none"> Prepare school summary information for school district CELDT coordinator. 				
<ul style="list-style-type: none"> Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> Work with CELDT coordinator to: <ul style="list-style-type: none"> Identify test variation, accommodation, modification, and/or alternate assessment issues related to testing logistics. Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments. 				

* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

Site

Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/Section 504 Leads				
<ul style="list-style-type: none"> Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction: <ul style="list-style-type: none"> Make classroom visits to ensure accommodations/modifications identified in the IEPs and Section 504 Plans are part of the classroom instruction. Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT examiners. 				
<ul style="list-style-type: none"> Work with CELDT coordinator to complete special arrangements for CELDT testing or alternate assessments: <ul style="list-style-type: none"> Participate in training for CELDT testing administrators. Work with site CELDT coordinator to prepare any special setup needed. 				
<ul style="list-style-type: none"> Complete documentation of test variations, accommodations, modifications for CELDT or alternate assessments used: <ul style="list-style-type: none"> Post use of test variations, accommodations, modifications for CELDT or alternate assessments with date on IEPs and Section 504 Plans. Summarize strategies and areas that need improvement in planning/implementation process for future test administrations. Attend briefing with school district special education lead. 				

Section V

Appendix

**Glossary of Terms/
Acronyms**

**Resources on the
Internet**

October 2008

**Prepared by the
California Department of Education**

Glossary of Terms/Acronyms

AA — Annual Assessment	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment of their progress toward English proficiency (also referred to as AA).
AMAOs — Annual Measurable Achievement Objectives	Title III of the No Child Left Behind (NCLB) Act of 2001 sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results. See the definition of Title III or NCLB for more detail.
CDE — California Department of Education	The California Department of Education (CDE) provides leadership, assistance, oversight, and resources to local educational agencies to create a dynamic, world-class education system that equips all students with the knowledge and skills to meet world-class standards and excel in college and careers. Directing the CDE is the State Superintendent of Public Instruction (SSPI), who is elected statewide.
CELDT — California English Language Development Test	The CELDT is the state test of English language proficiency that school districts in California are required to administer to newly enrolled students whose primary home language is not English and to English learners as an annual assessment (<i>Education Code</i> Section 313 and Title 5, <i>California Code of Regulations</i> , Section 11510).
CELDT Blueprints	The CELDT blueprints outline specific English Language Development (ELD) standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.
Domains	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The NCLB Act of 2001 also requires that comprehension be assessed, which is calculated as the average of listening and reading scale scores.

ELD Standards — English Language Development Standards	The ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.
English Learner	Students with a primary language other than English who are not yet proficient in English.
English Proficiency	<p>The SBE established guidelines, based on <i>Education Code</i> Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The four criteria are:</p> <ol style="list-style-type: none"> (1) Assessment of English language proficiency, which in California is the CELDT; (2) Comparison of performance in basic skills, which the SBE has indicated should be based on results of the student's latest California English Language Arts Standards Test (CST in English–language arts); (3) Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average (GPA), or other measure that school districts use to determine students' academic performance; and (4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student's English language proficiency and meeting the guidelines for reclassification.
IFEP — Initial Fluent English Proficient	Students with a primary language other than English who have met the district criterion for proficient in English proficiency (i.e., those students who were initially identified as fluent).
II — Initial Identification	The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment of English fluency (also referred to as II).
Performance Level Descriptors	Performance level descriptors describe the competencies associated with each performance level. Performance level descriptors characterize what students at each performance level know and can do.

Performance Levels	The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Proficiency Levels	The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Primary Language	The language identified (at the local level) to be the individual's primary language based on information provided in the Home Language Survey upon the student's first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify students to be assessed with the CELDT.
Reclassification	Reclassification is the local process used by school districts to determine if a student has acquired sufficient English fluency to perform successfully in academic subjects without ELD support. The reclassification process is based on SBE-approved guidelines.
RFEP — Reclassified Fluent English Proficient	Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English proficiency.
RTQs — Released Test Questions	Released Test Questions (RTQs) are selected questions taken from prior administrations (2003–2006) of the CELDT. These questions cover a selection of ELD standards within the four domains tested, demonstrate a range of performance across all four grade spans, and represent a variety of ways ELD standards can be assessed. Since RTQs are released to the public, they will not appear on future forms of the CELDT.

SBE — State Board of Education

The SBE is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *Education Code*. The SBE has 11 members appointed by the Governor.

Title III of NCLB — Title III of the No Child Left Behind (NCLB) Act of 2001

The Title III section of NCLB requires states to administer a test to newly enrolled students whose primary (home) language is not English to determine their level of English fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient (RFEP). Title III also sets AMAOs or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.

Resources on the Internet

CELDT Summary Results

The state, county, school district, and school level annual assessment summary results are posted on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>. This Web page includes historical data for the CELDT, beginning with the first year the CELDT was administered. It includes the annual group results for the CELDT's Initial Assessment (II), Annual Assessment (AA), and all CELDT assessments combined (II and AA). The AA results are posted each spring and the II and combined assessment results are posted in the fall.

CELDT Resources Web Page

The following CELDT resources are available on the CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>:

- **CELDT Blueprints and Preface.** The primary purpose of this document is to identify the ELD Standards that are assessable on the CELDT by grade span for the domains of listening, speaking, reading, and writing.
- **Released Test Questions.** The purpose of this document is to provide released test questions (RTQs) from the CELDT administrations (2003–04 through 2005–06) for use by district administrators and teachers who work with English learners. These RTQs cover the four domains assessed by the CELDT: listening, speaking, reading, and writing.
- **Reporting 2007–08 Summary Results: Information Guide for County Offices of Education, School Districts, Schools, and Media.** The purpose of the packet is to provide information about the public release of CELDT results to assist school district and county office of education personnel responsible for working with the media.
- **Technical Documentation.** These documents include technical reports and other reports for anyone interested in learning more about the practices and procedures that validate the inferences made from the CELDT scores.

- **Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007).** This document lists variations, accommodations, and/or modifications that students with disabilities may use to participate in the CELDT as specified in their individualized education programs (IEPs) or Section 504 Plans.

No Child Left Behind Web Page

Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available at <http://www.cde.ca.gov/nclb/>.

Title III Accountability Web Page

Reports and information about Title III Accountability, prepared by the Evaluation, Research, and Analysis Unit of the Policy and Evaluation Division, are available on the Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

Special Education – Specialized Programs Web Page

Information and resources for helping administrators, teachers, support staff, parents, and guardians address the unique educational needs of students with disabilities are available on the Special Education – Specialized Programs Web page at <http://www.cde.ca.gov/sp/se/>.

English Learners – Special Programs Web Page

Program assistance and other information to improve language proficiency of English learners and help them meet state-adopted content standards are available on the English Learners – Special Programs Web page at <http://www.cde.ca.gov/sp/el/>.

Recursos en Español (Spanish Translations)

Spanish translations of the information brochure for parents and guardians and the sample letters are available on the CELDT Recursos en Español Web page at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

English Language Development Standards

State-adopted English Language Development (ELD) standards can be found at <http://www.cde.ca.gov/be/st/ss/>.

Outside Sources

National Center on Educational Outcomes provides information on interpreting tests administered with test variations, accommodations, modifications, and/or alternate assessments at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>.

A *2008–09 Edition Guide to Test Interpretation* about the CELDT for parents and guardians is available in English and eleven other languages on the CTB/McGraw-Hill Web page at <http://www.ctb.com/celdt/> (Outside Source) under “Reporting and Interpretation Materials.”